EngagED

Engaging Students in Synchronous Video Learning

Welcome!

You are here because you are looking for ways to increase student engagement either in synchronous video lessons or in the classroom. Either way, you have come to the right place!

Here you will find that I have followed Jennifer Fredricks et al. (2004) in dividing engagement into three categories: Behavioural, Emotional, and Cognitive. It is through that lens that I have further separated how those three aspects can be addressed both in the synchronous video and classroom settings. Being a high school teacher, my perspective comes from dealing with teens, but you may find ways to adapt the suggestions for both younger and older students.

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About

This site is intended for those educators who are trying to navigate through teaching remotely using a synchronous video platform for delivering lessons. The platform may vary, from Zoom, to Google Meets, to Microsoft Teams, etc., but the result is the same: educators in front of a screen, giving instruction to students who are connected live with video and/or audio capability.

A difficulty one soon encounters in synchronous video meetings is student apathy and disconnection (emotionally, not electronically). The aim of this website is to address this issue by suggesting ways to increase student engagement in this milieu. Of course, many of the suggestions are standard ways educators use to engage students in the classroom every day. Two questions emerge from this attempt to increase student engagement:

1. Are there ways to adapt what I do in the classroom to engage students in the synchronous video setting?
2. Are there techniques unique to the synchronous video setting that may increase student engagement?

The answers are, “Yes, and yes.”

This website was borne out of necessity in two ways: one, as a result of trying to teach remotely in the spring of 2020 due to the global shutdown of everyday life, including education; and two, the coincidental working through of my Master’s in Education degree in Technology in Education. Full disclosure, I am not a huge fan of technology in the classroom, but I see the necessity of it, especially now. Of course I use technology in the classroom, and in many ways it makes teaching and learning much better, but I only use it for very specific purposes. My larger passion is around student engagement, and this website combines the two aspects of engagement and technology. While education has begun to move back into the classroom again, there may yet be a movement towards online, remote learning in the future. With this in mind, I have tried to address engagement from both synchronous video and classroom perspectives.

A partial disclaimer – while I have been teaching high school for 22 years and I have researched everything I have posted here, conducting kindergarten to grade 12 education through synchronous video meetings has only happened on a mass scale because of the coronavirus pandemic of 2020. As a result, much of what is being suggested has only been tried since education moved remotely in the spring of 2020. In the coming years, other research may emerge, and new methods may surface that add to the suggestions given here. In that vein, I look forward to adding to and editing this repository of ideas as time goes on.

Thank you for reading, and happy teaching!

Dale Sakiyama

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Classroom Engagement

Much has been written and researched about student engagement in the classroom. In some of the early research on engagement, Berliner and Rosenshine (1976) looked at what they termed, "academic engaged time." Later on, Finn (1989) introduced his Participation-Identification model, which focused on students' bonding with the school. My focus more closely aligns with Fredricks et al. (2004) who categorize engagement into the three parts of behavioural, emotional, and cognitive engagement.

This section follows the three parts described by Fredricks et al., and for the purposes of having a comparison and contrast, looks at whether those activities that teachers do every day in the classroom to increase student engagement, can transfer into the synchronous video setting. The simple answer is, "Yes." The more complicated answer is, "With adaptations." Think of classroom engagement and synchronous video engagement on two sides of a Venn diagram. In the middle are the many activities that can be done with adaptations in both environments, and on either side, those activities that are only possible in the one environment.

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What students do in the classroom

BY DALESAKI / ON MARCH 17, 2021 / IN BEHAVIOURAL ENGAGEMENT

These ideas are related to getting students involved in active participation in the lesson. The primary focus is behaviour, which is easily observable and often is described as "participation." Generally speaking, the goal is for students to participate in an activity versus not.

Focusing on behavioural engagement in the classroom is something every teacher has done successfully. Generally speaking, these are *active* versus *passive* activities. Thus, watching a video may fall under cognitive engagement, or even emotional engagement, but not behavioural. The strategies suggested here are not new, nor are they unique; for many, they are reinforcement and confirmation that the teachers are already getting high student engagement. The goal in this section is to highlight the *types* of activities, which then can be applied to whichever grade level and subject area a teacher has.

The best examples of high behavioural engagement, especially in high school, come from the Applied Arts. Teachers of Woodworking, Foods, or Auto Mechanics, as a few examples, know that participation is the number one aspect of those courses. A student would not sign up for a Woodworking class expecting not to touch a piece of wood. In this case, participation is understandably a requirement. Dance, Theatre, and Music classes would operate similarly. Of the core academics, Science utilizes many activities that highlight behavioural engagement. Students are often tasked with using bunsen burners, or microscopes, or doing dissections that incorporate high behavioural engagement.

What about some of the core courses such as English, Math or Social Studies? Typically in the core subject areas, any hands-on activity will generate increased behavioural enagagement. Things such as:

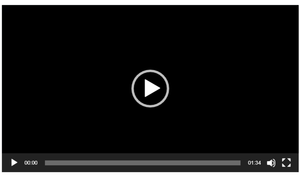
- making a poster
- recording a video
- doing debates
- drawing/ colouring
- playing/ making a game

All of the above activities may be done online or using a computer programs as well. For example, making a poster can be done using Microsoft Word, Google docs, or other word processing programs, or PowerPoint or Google slides.

Photo by Dale Sakiyama

The banner image at the top of this page is my Japanese class celebrating the time of the year called "Setsubun" (Seasonal division). First, students made masks by colouring the templates, cutting them out, and attaching elastic cord. Then the fun part was them going outside and, with a partner, taking turns throwing soybeans at each other. One would wear the mask as the demon (Oni) and the other would ceremonially ward off the demon by throwing soy beans and uttering, "Oni wa soto, fuku wa uchi!" (English translation: "Demon out, happiness in!") The behavioural engagement involves creating masks, being physically active throwing the soybeans, and learning about Japanese culture through participation, rather than just reading about it. This activity is only done around February 3rd, as that is when Setsubun occurs, so not every class does this activity. For other times of the year, classes are able to honour and celebrate something different.

Recording a video is easier than ever with smart phones, but also can be enhanced by video editing software like iMovie, to create a movie trailer style video as an example. My English 11 class put together a movie trailer for a schoolwide competition to promote a novel. I have edited it down without students to just the trailer, done with iMovie. Behavioural engagement was high, as students were involved in all aspects, including directing, storyboarding, props, camera work, boom mic, and post-production editing.



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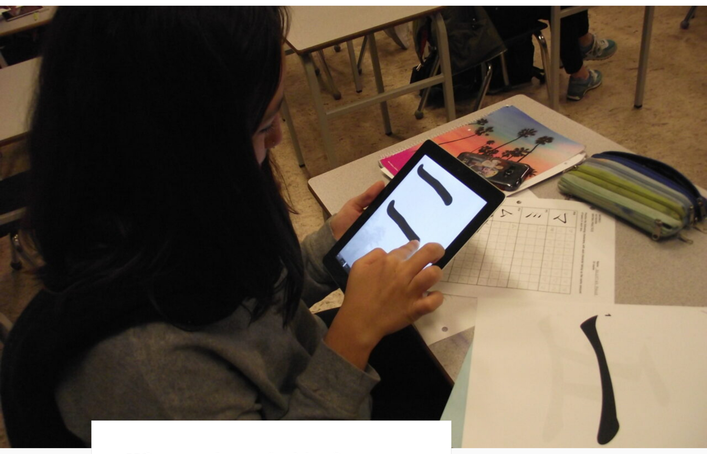

What students feel in the classroom

BY DALESAKI / ON MARCH 17, 2021 / IN EMOTIONAL ENGAGEMENT

PHOTO BY BRUCE MARS ON UNSPLASH

PHOTO BY RAINIER RIDAO ON UNSPLASH

Emotional engagement differs from behavioural engagement in that students may participate in an activity (behavioural engagement), but may do so without trying their best (emotional engagement). Students' participation is ideally paired with them caring about what they are doing. This is often referred to as "effort." Sure, they are doing what you ask, but are they doing the bare minimum? Do you ever get asked, "Is this for marks?" or "How many words does it have to be?" Those questions translate to, "How much effort do I need to put into this?"

Of course, teachers want them to care and do their best effort, but many things can affect how much they care. First, is the topic of personal interest? If it is a general topic for everyone, you can be guaranteed that some will not care. If, however, the topic can be chosen individually by them, it is more difficult not to care. That does not factor in apathy; a response such as, "I can't think of anything," may belie an unwillingness to engage. This in itself may be because it would reveal a lack of ability, or that showing enthusiasm for school work is not "cool." Sometimes students need to be led through the brainstorming process, and once they are on track, they are fine to continue on their own.

Second, students often want to know the relevance of what they are doing: we have all heard students declare, "When am I ever going to have to know Shakespeare again?" or, "I will never need to calculate the surface area of an isosceles triangle when I become a pro wrestler." If what they are doing seems to connect with their future, they are more willing to put in the effort. Often, what works best is an activity that students don't see as "work." Playing a game, or being involved in an activity that allows them to be immersed in it creates high emotional engagement. Having said that, students still want to feel that what they are doing is constructive and helpful for their future (or at least for a higher grade).

This section addresses ways to encourage students' best efforts. This can be elusive and temporary, at best. What teachers are wanting to tap into is the personal connection that students feel towards the activity. Many experienced educators will have tried one, if not all, of these suggestions. What is key to all of the suggestions and activities is how much students are absorbed in it.

Every elementary teacher knows that getting high emotional engagement is easier when it comes to Mother's Day and Father's Day.

How many objects like these are proudly displayed on a shelf from Mother's Days or Father's Days past? Students at this level put in effort because they have pride in presenting the objects to their parents, and thus emotional engagement is very high.

Photo by: Dale Sakiyama

In my English 10 class, we read George Orwell's *Animal Farm*. As a way to have students really understand the course of events in the novel, I converted the class into "Animal Class." I assigned each student randomly to one of four groups: Authorities, Hunter/Gatherers, Nurturers, and Builders. Within each group, they had certain responsibilities and tasks to do each day. As each day progressed, I had the Authorities begin to exert more control over the rest of the groups. I warned the students beforehand that while things might get emotional, they must realize that what we were doing was just a class activity. Even though they intellectually knew that this was a class activity, they could not help but react to the Authorities gaining more power and control. In the end, they truly understood the story and also how this allegory applied to the Russian Revolution, because they lived it for about two weeks. In this activity, the emotional engagement was so high that I at times had to intervene so it did not devolve into shouting and physical altercations.

This idea of "living" the novel can be adapted to almost any other lesson, as it is just taking the material and making a real-world application of it. Easier said than done, of course, but most teachers have done this using a number of topics. As a teacher of Social Studies, I took students to the British Columbia legislature buildings to sit in on debate over the Nisga'a Treaty. We were afforded that luxury because we live in the same city, Victoria, as the legislature buildings. Rather than just reading about it, we sat in the gallery to listen to and watch the politicians go through the text. After returning back to the classroom, students then had better context to understand the historical significance of the treaty.

I toyed with the idea of doing the same for William Golding's *Lord of the Flies* as I did with *Animal Farm*, but it was difficult to build in contrasting personalities that would line up with Ralph and Jack in the story. That, and the overall theme of the dark nature of human behaviour did not lend itself well to students enacting the plot!

Inquiry Projects generate high emotional engagement because at their core, ideas are directly generated from the student. Rather than a top-down approach from teacher to student, it works from the bottom up; the student deciding, with guidance, which direction the project will take. Trevor MacKenzie has excellent resources to help teachers and students navigate through guided inquiry.

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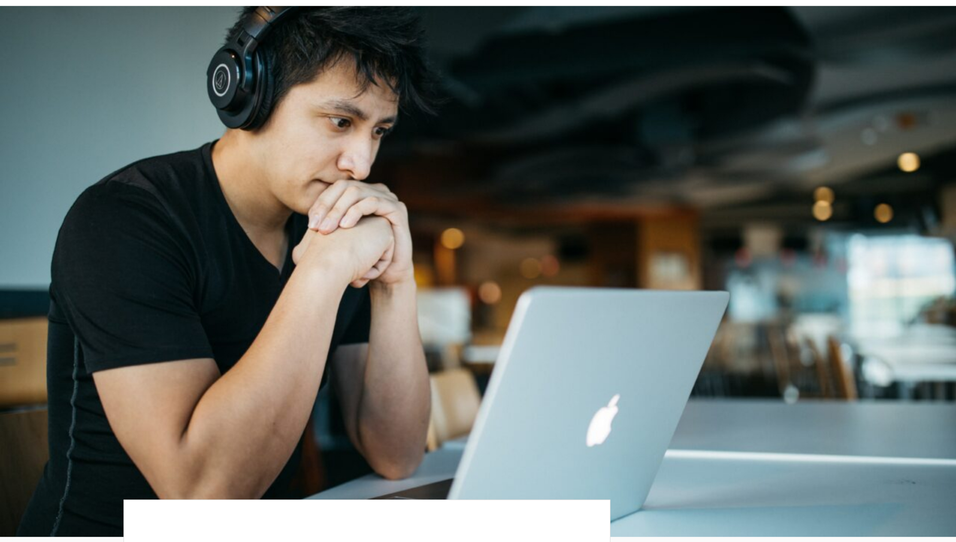

What students think in the classroom

BY DALESAKI / ON MARCH 17, 2021 / IN COGNITIVE ENGAGEMENT

Engaging students' thinking through relevance and challenge. Cognitive engagement distinguishes itself from behavioural and emotional engagement in that cognitive engagement focuses on the intellectual stimulation that challenges students to solve problems, seek answers, explain, synthesize, and extrapolate, among other strategies.

Every teacher designs lesson plans around challenging students to think. Possibly one of the most difficult aspects of that, however, is balancing the right amount of ease and difficulty in doing the activity. And since every student's ability is different, for some it will be easy, and others difficult. Even if the activity is something none of the students have done before, some will understand more quickly than others. How then, to give the right amount of challenge to all? Give those who understand easily more work? Give them more challenging work? Getting more work is hardly a reinforcement for doing well. Let us back up for a second to focus on ease and difficulty.

If we assume that humans respond to operant conditioning even in the realm of cognition – that is, that they are more likely to repeat a behaviour if they are positively reinforced for it – then this may help to explain why students stop or continue to do an activity. A student who finds an activity very difficult to do, may not feel rewarded for the effort being put into doing the activity. As an example, a student who cannot solve the math equation may just "give up" and stop trying. At the same time, a student who easily solves the problem will likely move on to the next one. Connell and Wellborn (1991) looked at different factors that increase or decrease cognitive engagement, such as flexible vs. rigid problem solving, active vs. passive coping with failure, and preference for hard work vs. preference for easy work, among others. This indicates that teachers and students must try to find the "sweet spot" that makes an activity challenging enough not to be boring, and not so challenging that the reward of success is not enough to compensate for the effort to get there.

In my English class, I have given pairs of students a sheet with word puzzles on it. Their task as a pair is to solve as many of the puzzles as possible. This activity taps into students using collaborative strategies to problem-solve by using logic, analysis, synthesis, and other techniques to work out the solutions. The handout gives students five different word puzzles, and they can read in any order they choose, so not all pairs are necessarily reading the same puzzle. As each pair comes up with a solution, they raise their hand and I confirm or deny their solution. Often, they must "go back to the drawing board" to work out another method of solving the problem. The cognitive engagement is high, as they discuss with each other the reasons why some of their hypotheses are valid or not.

As with emotional engagement, cognitive engagement is high in inquiry projects. Since inquiry project topics are generally chosen by the student, the amount of challenge is also determined by the students. In an ideal scenario, the students take on a topic that presents them with the right amount of challenge.

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Synchronous Video Engagement

Engaging students in the synchronous video environment can be difficult, but not impossible. As with the classroom engagement section, the category is divided into behavioural, emotional, and cognitive engagement. This section primarily came about because during the remote learning that happened around the world during the height of the coronavirus pandemic in the spring of 2020, most teachers were thrust into an educational scenario that was unfamiliar, with no time to develop lessons and adapt to the new teaching and learning environment.

Suddenly, students were not sitting in desks in front of the teachers, gathered in one building in which they could move from classroom to classroom, but they were at home, logging in to live video feeds, watching their teachers broadcast their lessons from their own homes. In theory, this might seem like a relatively smooth transition. In practice, it was full of problems, the least of which were trying to engage the students. For many students, it started at the most basic level of having internet access at home. Then with that checked, it was whether students had the hardware (smart phones, laptops, tablets) to connect to the teacher's broadcast.

Once all the digital equity issues were resolved, then the issues of student engagement became relevant, which leads us here. What are some strategies to increase student engagement in the synchronous video setting? While teachers hope not to have to pivot to this style of teaching again, what is known about this virus and the possibility of other viral pandemics to occur in the future, this section may prove to be an invaluable resource sooner than we think. Ironically, my hope is that this website will not be needed after 2021, because the medical community will better mitigate any future spread of viral infections, and that students will continue to attend schools in person.

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What students do in synchronous video

This focuses on what activities can be done in the synchronous video environment. This recognizes that the students' behaviour indicates engagement in the activity. Typically in the classroom this can be easily observed because as it equates with "participation," a teacher may visually see how involved a student is. In the synchronous video environment this may be more difficult to judge not only because the camera generally captures a person's chest and up, but also because if students have their cameras turned off, then it is visually impossible to gauge behavioural engagement. Of course, if students' microphones are on, then a teacher may be able to hear them and judge engagement that way, but that becomes more difficult to assess.

So what kinds of activities can be done in the synchronous video environment that encourage behavioural engagement? Primarily a teacher may want as many of the students as possible with their video cameras on. Once that is the baseline, there can be things to do while on camera that may keep students engaged. On the following pages there are video explanations of virtual backgrounds, props, and filters.

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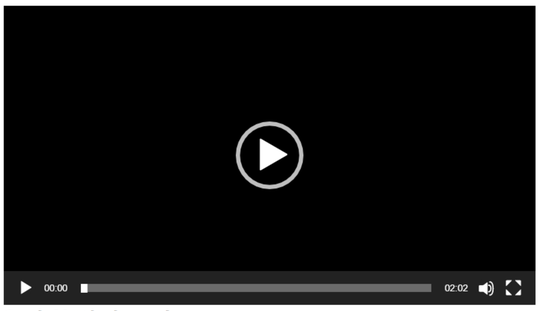
Adding a background

BY DALESAKI / ON MARCH 23, 2021 / IN UNCATEGORISED

To increase behavioural engagement in the synchronous video setting, teachers may look to allow students to increase their privacy by changing the background of their video feed. There are many factors that would influence why students would not want to show their rooms or homes, and it is not important why this would be the case. What is important is that a virtual background may make it easier for students to share their video, if there is nothing in the background that may reveal something private. Teachers and students may both want some way to keep others from seeing what is in the background of the camera view. A simple way to do this is to add a virtual background. The following videos demonstrate how that can work using Zoom and Google Meet.

Zoom backgrounds



Google Meet backgrounds

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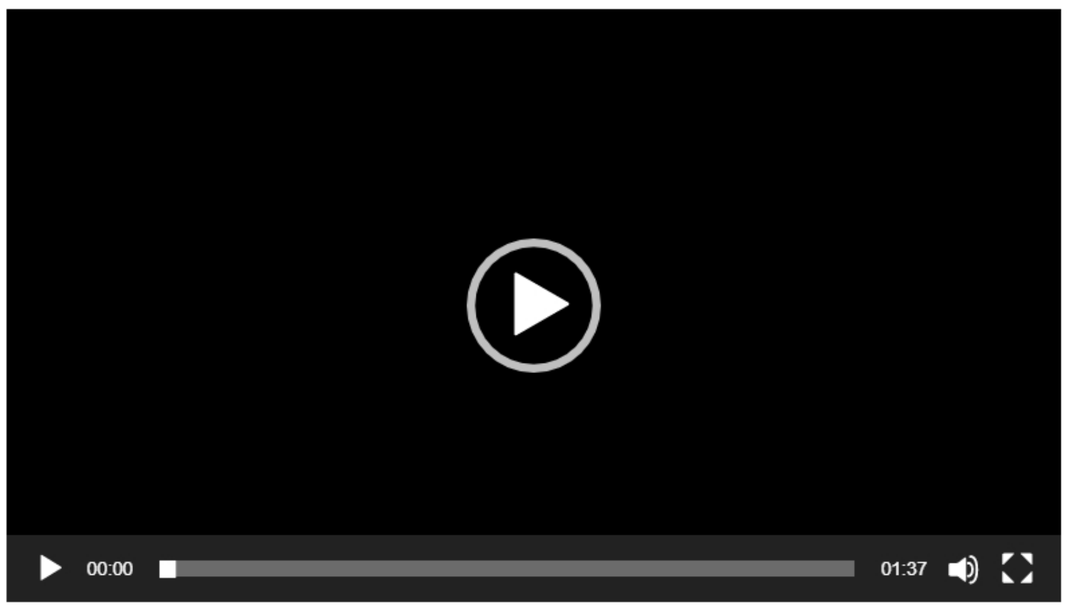
Using props

BY DALESAKI / ON MARCH 25, 2021 / IN UNCATEGORISED

How can a teacher encourage students to use video if it is not required?

The use of virtual backgrounds is one way to address the issue of privacy that may prevent students from showing video. A teacher may also look at ways to make the video experience more interesting. The following video demonstrates using props.



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Using filters

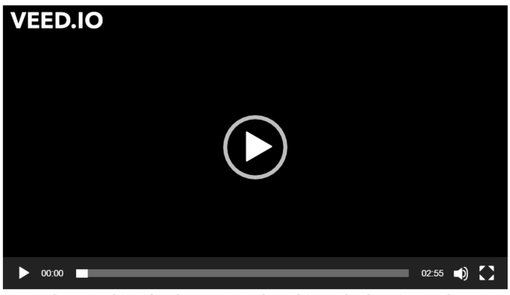
BY DALESAKI / ON MARCH 26, 2021 / IN UNCATEGORISED

Using filters may encourage student use of video. Filters are virtual add-ons to your image on the video. So rather than having to own and physically put on a hat, as an example, you can choose a virtual hat and it gets placed on your head in your video. And the hat would move with your head if you lean to the left or right, forward, backward, or turning.

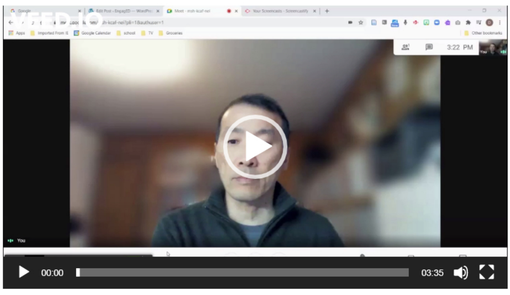
You may choose from many options, depending on the application: in Zoom, with the options built-in, there are not a lot of choices; in Google Meet, you need to have added a third-party application (such as Snap Camera, which I demonstrate here), which gives you many options.

Filters are purely for entertainment, although you may incorporate them as part of an activity that calls for different characters, as an example. The use of filters speaks strongly to emotional engagement, as students may care more if they can be entertained by the filters.

In Zoom: the following video demonstrates how this can be done in Zoom, which has a built-in filters feature.



In Google Meet: this video demonstrates how this can be done in Google Meet, which does *not* have a built-in filters feature.



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How students feel in the synchronous video setting

Getting students emotionally engaged in any lesson is a challenge, whether in the classroom or in the synchronous video setting. One method that works in the classroom is to break students into pairs or groups to do an activity. The result is often a class, buzzing with conversation or students productively working together, collaboratively.

The same can be created in the synchronous video setting by using breakout rooms. This option, available in all three platforms of Zoom, Google Meet, and Microsoft Teams, allows a teacher to virtually put students into a “room” so they can interact separated from the main room, and from other rooms.

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Breakout Rooms

BY DALESAKI / ON MARCH 28, 2021 / IN UNCATEGORISED

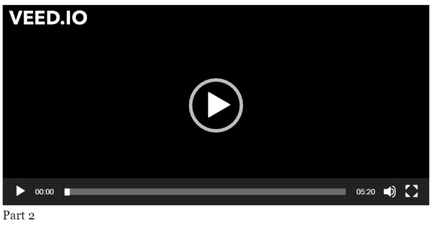
Breakout rooms are the synchronous video equivalent of pair or group work in the classroom. While they are not an exact equivalent, they give added functionality to increasing behavioural engagement when in the synchronous video setting. Often, in the classroom, a teacher may look out at the students and ask a question. Those who may respond are the emotionally and cognitively engaged students who also have the proclivity to speak out in class. Students who are reluctant to speak out in class and those who are not emotionally or cognitively engaged become part of the background, unless the teacher chooses them specifically to answer a question. Once a teacher puts students in pairs or small groups, it becomes more difficult for students to remain anonymous, which results in increased behavioural, and usually, emotional, engagement. A small group setting also takes the spotlight off the students from having the entire class listening to their responses. Breakout rooms in the synchronous video setting similarly achieves the same results.

In the classroom, a teacher may walk around, listening to pairs or groups talk. This mostly unobtrusive listening allows a teacher to quickly check how much the students are on task. How does that happen in breakout rooms? In breakout rooms, a teacher may join any room to listen in on the conversation. This cannot be done unobtrusively, as students instantly are aware that the teacher has joined the room. Typically there may be a few seconds of silence before conversation continues, but mostly, students realize what has happened and continue on.

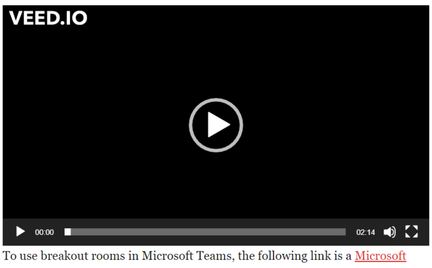
One advantage that breakout rooms have over in-class pair or group work is in the assigning of students to the pairs or groups. In Zoom, as an example, a teacher may click on a button to automatically randomly assign students to a room. This saves a lot of time over trying to do that manually in the classroom.

The following two videos show how to navigate breakout rooms in Zoom, as well as explain some of the benefits of using breakout rooms.

Part 1



Part 2



To use breakout rooms in Microsoft Teams, the following link is a Microsoft Education Breakout Rooms video that explains how this works. As mentioned before, both Microsoft Teams and Google Meet need a specific subscription account to use their respective breakout room options.

To use breakout rooms in Google Meet, the Google Meet Help page gives written instructions and specifies what version of the Google suite you need to access it. Check this link for the Google Meet breakout room explanation.

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What do students think in synchronous video

Engaging students cognitively generally means that a teacher is looking to activate thinking strategies such as summarizing, problem solving, analyzing, synthesizing, etc. This does not change whether students are in the classroom or in the synchronous video setting. The challenge is to find ways to use synchronous video to accomplish this.

- One simple activity that can be done is using screen share and breakout rooms. In this activity, which I have done in the classroom, students are paired up and given a sheet with word puzzle problems on it. They are to work together to solve as many of the five problems as they can, and those who correctly solve a problem get a prize. This works well to get students collaborating on figuring out the correct strategy that would result in solving the problem. In my class, as soon as a pair thinks they know the answer to any of the problems, they put up their hands either I can read their solution, or they can whisper their explanation to me. I can instantly say, “correct” or “keep trying” and the respond accordingly. This activity creates a great buzz of conversation as each pair works on the solutions.
- To recreate the activity in the synchronous video setting, the teacher may divide the group into pairs using the breakout rooms, and then either use the share screen option to show all the word puzzles, or if necessary, to share a link in the chat that students may click on to get their own copy of the activity.

Another way to cognitively engage students in the synchronous video setting is to use the whiteboard option. This feature allows students to collaborate on a shared space. It has more flexibility than a shared document, and can be used as a way to cognitively engage students.

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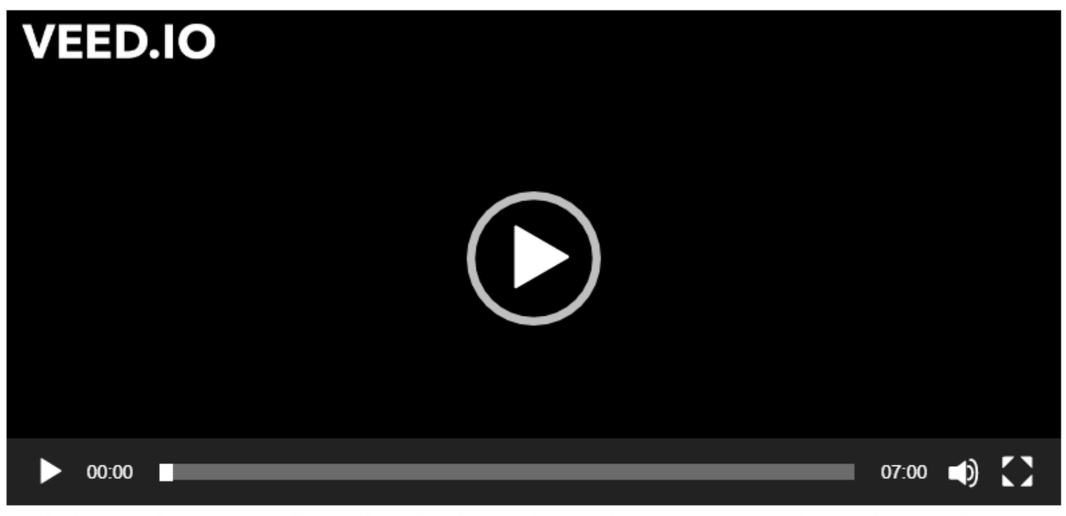
March 2021 (14)

Using the whiteboard option

BY DALESAKI / ON MARCH 28, 2021 / IN UNCATEGORISED

To increase cognitive engagement in the synchronous environment, the challenge is to take an essentially passive media form of watching or listening, and finding ways to have students actively engaged. Just as in the classroom, the virtual whiteboard in the synchronous video setting can be used by teachers to do their own demonstrations, or to use it collaboratively with students (who are given sufficient warning to be careful what they put on the whiteboard!) to answer questions or give demonstrations themselves. The virtual whiteboards that are available provide many options that are either not possible with conventional, in-class whiteboards, or are easier to use and have enhanced options. For example, the collaborative aspect of a virtual whiteboard means that all students can participate at the same time. While this is possible in the classroom, it is much easier to do virtually. AS well, both the teacher and the students may type or insert pictures onto the whiteboard, which cannot be done in the classroom. For the purposes of increasing cognitive engagement in the synchronous video setting, whiteboards allow teachers to challenge students cognitively to solve problems or collaborate to construct or contribute to a shared workspace. The video below gives a basic tutorial using the Zoom version of whiteboard.



In Microsoft Teams, the following link gives a tutorial for using Microsoft Teams whiteboard.

For Google Meet, using a whiteboard (Jamboard in the Google suite) is not done by utilizing an option within the Google Meet screen share interface; it is done by using screen share, opening a tab in the Chrome browser, and selecting Jamboard from the list of Google apps. The following link is a Google for Education video tutorial for using Google Jamboard.

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Research

This space is reserved for information to support the categories of engagement and to provide links to read further. The intention is to provide a variety of sources beyond those created by me.

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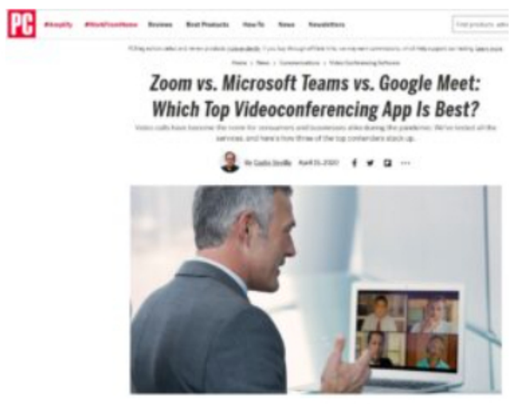
- March 2021 (14)

Video platform comparison – article

BY DALESAKI / ON MARCH 25, 2021 / IN UNCATEGORISED

The link below is for a PC Magazine article comparing Zoom, Google Meet, and Microsoft Teams. While I have given my own, personal take on the three platforms (see Video platform comparison – opinion), this provides an independent look, although it is geared towards more of a business application than education. You can decide whether that angle makes any difference. If clicking on the hyperlinked image does not work, below it is the same article in pdf form.



Sevilla, G. (2020, April 15). Zoom vs. Microsoft Teams vs. Google Meet: Which Top Videoconferencing App Is Best?. Pcmag.com. https://www.pcmag.com/news/zoom-vs-microsoft-teams-vs-google-meet-a-videoconferencing-face-off. Screenshot by Dale Sakiyama

PC Magazine article – April 15, 2020 in pdf form

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- March 2021 (14)

Video platform comparison – opinion

BY DALESAKI / ON MARCH 26, 2021 / IN UNCATEGORISED

As noted in Video platform comparison – article, I have provided one of the many independent comparison reviews that look at the three big players in the video platform arena: Zoom, Google Meet, and Microsoft Teams. Given that my background is in education, and I am an active teacher, I am only concerned with how the three platforms work for *me*, as a teacher. I provided the article as a counterpoint to my biased observations.

Having said that, here is my take:

Overall

Full disclosure – I am most familiar with Zoom, as I have been actively using it the longest. My school district signed on with Zoom in the early days of the pandemic lockdown, and we continue to use it in 2021 for staff meetings and parent-teacher interviews. I have used Google Meet, but only in limited circumstances. My school district does not have a Google Meet Education Fundamentals or Education Plus account, which means that some options are not available to me (see the chart below). I have not used Microsoft Teams, not because I don't want to, but because I do not have access to it through my school district administration. In contrast with Google Meet, which I am able to use, albeit the basic version, I cannot access Microsoft Teams video *at all*, without an educational subscription. Anything I write about regarding Teams is gleaned from online articles and Youtube videos and not from personal experience.

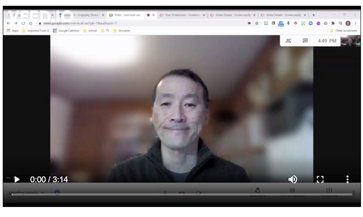
With all that in mind, I would give Zoom the overall advantage over Meet and Teams. Why? As you will see in the chart I have constructed below, Zoom has more built-in options, and the options are easy to find and navigate through. Of course, I am most directly comparing it to Google Meet, since I have the ability to test its capabilities, whereas Microsoft Teams remains (for me) largely untested. I have signed up for a Teams account, but my access is very limited. Microsoft suggests that if you want to use video calls for friends and family, that you use Skype, which is part of the Microsoft family.

Details

As mentioned above, Zoom has many features built into it, including its free version. Google Meet, and especially Microsoft Teams, requires an upgrade – and this usually means paid version – to access all of the same features as Zoom. To be clear, all three platforms have the same capabilities, but there are extra costs involved in having them all available for Google Meet and Microsoft Teams. The limitations that Zoom has for its free version are a session time limit of 40 minutes and it is an individual license. See the chart below to get a side-by-side comparison.

Zoom	Google Meet	Microsoft Teams
- Virtual background - Chat (to group or individual) - Screen share - Whiteboard - Breakout rooms - Recording the session - Filters (installed)	- Virtual background - Chat (to group only) - Screen share ("Present Now") - Whiteboard ("Jamboard") - Breakout rooms* - Recording the session** - Filters (3rd party) (Information from Google Meet Help page) *Breakout Rooms is currently available to users with: • G Suite Business • Workspace Essentials • Business Standard • Business Plus • Enterprise Essentials • Enterprise Standard • Enterprise Plus editions. • Google Workspace for Education Plus license and permissions to create meetings. **You can record video meetings with these Google Workspace editions: • Essentials • Business Standard • Business Plus • Enterprise Essentials • Enterprise Standard • Enterprise Plus • Education Fundamentals (Available to users with a "teacher" license) • Education Plus (Available to users with a "teacher" or "student" license)	- Virtual background - Chat (group/individual) - Screen share - Whiteboard - Breakout rooms - Recording the session - Filters (3rd party) Note – All of the above options can only be accessed if your school district (or administrator) has given you access to them. As of this writing, my school district has not given us access through our school district email, to be able to create a video session. As such, none of the options above have been personally verified.

To see some of the Google Meet options that would be compared to Zoom, see the video below.



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COMPOSITION 11 **Name** _____
CHALLENGE 1 _____

A man left home one morning. He turned right and ran straight ahead. Then he turned left. After a while, he turned left again, running faster than ever. Then he turned left once more and decided to go home. In the distance he could see two masked men waiting for him. Who were they?

Answer_____

Sid Shady was working for a large construction company that was very concerned about employee theft. Someone tipped company security that Shady was the man to watch. Each night, he passed through security with a wheelbarrow full of scrap lumber, discarded electrical wires, and chunks of concrete. The security guards checked the contents daily, but could find nothing of value. What was Shady stealing?

Answer_____

There was a shipwreck at sea and Buck, Lance, and Jack were washed ashore on a small island. Upon reaching the shore they promptly fell asleep from exhaustion. A short time later, Buck awoke and saw that a box of bananas had been washed ashore. Buck ate one third of the bananas and went back to sleep. Lance soon awoke and upon seeing the box of bananas, ate one third of what was left and then fell asleep. Jack woke next and assumed that the other two hadn't eaten any bananas, so he ate one third of what remained. When Jack had finished there were eight bananas left over. How many bananas were in the box originally?

Answer_____

Ben and Carl were in a 100 metre race. When Ben crossed the finish line, Carl was only at the 90 metre mark. Carl suggested they run another race, but this time with Ben starting ten metres behind the starting line. All other things being equal, will Carl win, lose, or will it be a tie in the second race?

Answer_____

Two mothers and two daughters were fishing. They managed to catch one big fish, one small fish, and one fat fish. Since only three fish were caught, how is it possible that they each took home a fish?

Answer_____

ENGLISH 11 **Name** _____
CHALLENGE 1 _____

A man left home one morning. He turned right and ran straight ahead. Then he turned left. After a while, he turned left again, running faster than ever. Then he turned left once more and decided to go home. In the distance he could see two masked men waiting for him. Who were they?

Answer **BASEBALL CATCHER AND UMPIRE**

Sid Shady was working for a large construction company that was very concerned about employee theft. Someone tipped company security that Shady was the man to watch. Each night, he passed through security with a wheelbarrow full of scrap lumber, discarded electrical wires, and chunks of concrete. The security guards checked the contents daily, but could find nothing of value. What was Shady stealing?

Answer **WHEELBARROWS**

There was a shipwreck at sea and Buck, Lance, and Jack were washed ashore on a small island. Upon reaching the shore they promptly fell asleep from exhaustion. A short time later, Buck awoke and saw that a box of bananas had been washed ashore. Buck ate one third of the bananas and went back to sleep. Lance soon awoke and upon seeing the box of bananas, ate one third of what was left and then fell asleep. Jack woke next and assumed that the other two hadn't eaten any bananas, so he ate one third of what remained. When Jack had finished there were eight bananas left over. How many bananas were in the box originally?

Answer **27**

Ben and Carl were in a 100 metre race. When Ben crossed the finish line, Carl was only at the 90 metre mark. Carl suggested they run another race, but this time with Ben starting ten metres behind the starting line. All other things being equal, will Carl win, lose, or will it be a tie in the second race?

Answer **CARL WILL LOSE**

Two mothers and two daughters were fishing. They managed to catch one big fish, one small fish, and one fat fish. Since only three fish were caught, how is it possible that they each took home a fish?

Answer **THERE IS A DAUGHTER, MOTHER, AND GRANDMOTHER**